

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The ability to use language is essential for human interaction. Language enables effective communication of ideas, thoughts, and emotions. Understanding and sharing thoughts among individuals will be complex without language. As stated by Halliday and Matthiessen (2014, p.25), we use language to communicate with others and make sense of our experiences; thus, grammar must take these external (world events factors and conditions as well as our social relationships) into account. This statement shows that the existence of language in human life is fundamentally crucial.

The existence of language is realized in various aspects of life, including in literature. Literary works such as novels, short stories, poems, etc., can exemplify language implementation in literature. A literary work is a discourse in which an essential part of the meaning is implied (Olsen, 2008, p.66). In other words, a literary work is a medium the author uses to convey messages, opinions, and thoughts to the world. Here, it can be concluded that language is used to achieve specific goals. Like, the authors use language to create literary works.

As mentioned previously, there are several literary works as a form of language use. One of them is the short story. Edgar Allan Poe (1846) defined a short story as a work of fiction that can be read in a short period, which means that it can

be read without any interruption from beginning to end. He mentioned that to affect the reader; a short story must have a focused purpose in the writing of each word. The effect is an emotional effect that can be achieved through a good combination of character, plot, setting, and style.

As one of the literary works, a short story is analyzed within the scope of literary studies. However, a short story can also be analyzed within the range of linguistic studies, particularly Systemic Functional Linguistics (SFL). Linguistic analysis can be used in the process of understanding and interpreting the short story. In linguistics, short stories are seen as texts, not literary writing. In this research, the theory of Systemic Functional Linguistics is used as a base to analyze a short story to find out how each element of a short story performs its ideational meaning.

The ideational metafunction refers to the use of language to represent the world and to convey meaning through propositions, clauses, and sentences. The Ideational metafunctions are distinguished into two components, which are the experiential function and the logical function. The experiential function is expressed through transitivity, whereas the logical function is conveyed through a conjunction system in the clause complex grammar patterns. A clause complex is two or more clauses linked together in a larger structural unit through coordination and subordination (Thompson, 2014, p.22)

In Systemic Functional Linguistics (SFL), the two primary systems, taxis (the degree of interdependency) and logical semantic relation, are used to determine how one clause is related to another (Halliday & Matthiessen, 2014, p.438). Taxis is a

system that is used to express the relation of interdependency between the clauses in a clause complex. Within the taxis system, there are two options: parataxis and hypotaxis. At the same time, logical semantic relation refers to a system that describes the specific type of meaning relations that exist between connected clauses in a clause complex. The example below is the clause complex that uses the logical semantic relations.

If we get enough time, // nobody in the audience will be able to see through the disguises. (Halliday & Matthiessen, 2014, p.433)

This clause complex consists of two clauses, there are (1) *If we get enough time*, and (2) *nobody in the audience will be able to see through the disguises*. The conjunction "if" symbolizes one type of logical semantic relation, namely enhancement, which means that the second clause enhances the meaning of the first clause.

Based on the above explanation, the researcher is interested in studying one of the books by the famous author, Mark Twain, entitled *The Complete Diaries of Adam and Eve*. This book contains a collection of Mark Twain's short stories "Extracts from Adam's Diary" and "Eve's Diary". These short stories narrate the perspectives of Adam and Eve, the first two humans on Earth, as they share their experiences and thoughts about one another in their diaries. These stories are presented in the book *The Complete Diaries of Adam and Eve*, which consists of a series of diary entries ostensibly written by the main characters. This research analyzes the short stories "Extracts from Adam's Diary" and "Eve's Diary" by using Systemic Functional

Linguistics focused on clause complexes to find out the logical semantic relation used in the text.

1.2 Theoretical Framework

This section describes the theories relating to the phenomenon of this research. The following are the explanations of the theories:

1.2.1 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a linguistic theory developed by Michael Halliday, which has the definition of a semantic-functional approach to language that investigates how language is used in various contexts and constructed to be used as a semiotic system (Eggins, 2004, p.21). In use, SFL examines the spoken and written texts produced, not how language is processed in the brain or language structure. It emphasizes the various functions of language in human communication, such as discussing ideas, conveying emotions, making requests, giving orders, and other activities. SFL believes that language is primarily used to achieve specific communication goals. Moreover, language analysis should also be focused on these functional concerns.

1.2.2 Metafunctions

Metafunction is a term adopted to indicate that a function is an integral component in the overall theory (Halliday & Matthiessen, 2004, p.31). Metafunction consists of three main language functions: ideational, interpersonal, and textual. In

general, each of the three functions deals with a different feature of life. Ideational metafunction is the function of language to construct or express ideas or perceptions of the world over our consciousness. Interpersonal metafunction is the function of language to interact with each other. Textual metafunction is a language function related to the organization of language or text in terms of structuring the relations of clauses, sentences, and paragraph elements so that the message conveyed is easy to understand (Wiedarti, 2015). Below are the examples of ideational, interpersonal, and textual metafunctions:

Table 1–1 Analysis from the ideational perspective

Did	you	take	her calculator	just now?
	Actor	Process	Goal	Circumstance

In this perspective, "you" acts as an actor. This element of clause has the function of expressing the (possible) "you" actor of the action expressed in the process. In other words, we are looking at the clause from the ideational perspective of how the speaker who does something to the listener in a certain situation (Thompson, 2014, p.32).

Table 1–2 Analysis from the interpersonal perspective

Did	you	take	her calculator	just now?
Finite	Subject	Predicator	Complement	Adjunct

Here, "you" acts as the subject, where we are looking at the clause from an interpersonal perspective of how the speaker negotiates the meaning of the utterance with the listener (Thompson, 2014, p.33).

Table 1–3 Analysis from the textual perspective

Did you	take her calculator just now?
Theme	Rheme

If we say "did you" is a theme, then we are looking at the clause from the textual perspective of how the speaker orders a phrase, i.e. which constituent is chosen as the beginning point of the message (Thompson, 2014, p.33).

1.2.3 Clause Complexes

The term "clause complex" is defined as a grammatical unit that consists of two or more clauses that are systematically linked together to produce a larger unit (Egins, 2004, p.255). The clauses formed into clause complexes can be arranged in various ways to create sentence structures, such as compound and complex sentences. The concept of clause complexes in logical function is equivalent to the traditional grammar concept of compound and complex sentences (Setya, 2008).

In systematic functional linguistics, there are two systems involved in the formation of clause complexes. The first is the taxis system, which refers to how two or more clauses are linked through dependency and interdependency relations. The second one is the logical semantic relations system, which relates to the types of

meanings that allow clauses to expand and project on each other (Halliday & Matthiessen, 2014, p.438).

1.2.4 Degree of Interdependency (Taxis)

Taxis refer to how different elements of language are organized and connected. Halliday and Matthiessen (2014) state that taxis is the technical term for the degree of interdependency, which is further divided into parataxis (equal level of dependency) and hypotaxis (unequal level of dependence). Parataxis is a relation between two elements of equal status, in which one initiates, and the other continues without each being dependent on the other. In contrast, hypotaxis is a relation between a dependent element that depends on its dominant feature.

Parataxis clauses are numbered 1, 2, 3, etc., with the first clause labeled 1, the second being 2, the third being 3, and so on. On the other hand, hypotaxis clauses are marked using Greek letters, with the independent clause labeled as α and the dependent clause labeled as β . Another clause that depends on β is labeled γ , and the clause that depends on γ is marked δ , and so on. Below are examples of parataxis and hypotaxis in the clause complex.

In pain, Kukul pulled out the arrow and headed for the river to wash his wound. (Halliday & Matthiessen, 2014, p. 442)

Table 1–4 Examples of parataxis and hypotaxis

1	<i>In pain, Kukul pulled out the arrow</i>
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2	α	<i>and headed for the river</i>
	β	<i>to wash his wound.</i>

In the clause complex shown in the table above, the main clause, *In pain, Kukul pulled out the arrow and headed for the river*, is expressed in two clauses of equal status, separated using the conjunction "and." This relation is called **parataxis**. The second clause, *headed for the river to wash his wound*, is split using the "to" conjunction and explained further using **hypotaxis** as a purpose clause. This purpose clause has a 'lower' status; it is included to support the main clause. In parataxis, the first (primary) clause in the clause complex is called the initiating clause (1), while the second (secondary) clause is called the continuing clause (2). In contrast to hypotaxis, the primary clause is the dominant clause (α), and the secondary clause is the dependent clause (β) (Halliday & Matthiessen, 2014).

1.2.5 Logical Semantic Relation

Logical semantic relation refers to the meanings that arise between clauses by describing the specifics and details of the primary clause regarding the secondary clauses. According to Halliday and Matthiessen (2014), many different logical semantic relations can exist between a primary and a secondary member of a clause complex. However, these relations can be categorized into general types based on two primary relationships: expansion and projection.

1. Expansion

Expansion refers to how a secondary clause enlarges or develops the primary clause. Expansion can be achieved through elaboration, extension, or enhancement of the primary clause (Halliday & Matthiessen, 2014).

a. Elaboration

Elaboration occurs when one clause expands another by elaborating on it. In other words, the secondary clause (2, β) has the same meaning as the primary clause (1, α). The secondary clause further characterizes an existing one by restating, explaining, reinforcing, or adding a characteristic or comment instead of adding a new element to the primary clause. The symbol '=' ('equals') represents the elaboration relation.

b. Extension

Extension occurs when one clause expands another by introducing new elements or ideas that go beyond the scope of the primary clause. In other words, the secondary clause (2, β) adds to the meaning of the primary clause (1, α) that precedes it. Extension can involve adding new information, providing exceptions or qualifications to the primary clause, or offering alternative perspectives or possibilities. Extension is represented with the symbol "+" (added to), which means that one clause adds to the meaning of another clause.

c. Enhancement

Enhancement involves expanding one clause by multiplying the meaning of another by providing additional context such as time, place, cause, or condition.

Enhancement refers to the relations of two or more clauses where the secondary clause (2, β) multiplies the meaning of the primary clause (1, α) (Saragih, 2006). The symbol "×" (multiplied by) denotes the enhancement relation.

2. Projection

Projection refers to the process by which one clause projects another in the two ways of the locution and the idea.

a. Locution (quote)

Locution arises when the first clause projects the second clause by presenting it as a construction of words. Locution is a type of speech called quotation or report. Locution is represented by verbal processes such as saying, asking, answering, telling, or replying. To indicate the presence of locution in written or spoken language, quotation marks (") are used.

b. Idea

The idea arises when the first clause projects the second clause by constructing a coherent meaning that represents the idea. Idea is denoted by the use of (') in writing, which can be described as quoted or reported thoughts. Thinking, imagining, considering, and planning are all derived from mental processes.

1.2.6 The Intersection of Taxis and Logical Semantic Relation

The intersection of taxis and logical semantic relations defines the basic type of clause complexes (Halliday & Matthiessen, 2014, p.445). The intersection is

exemplified in the following table. The table will show how the symbols for the taxis system (parataxis and hypotaxis) are linked with five types of logical semantic relations.

Table 1–5 Basic Types of Clause Complex

Logical Semantic Relation		Taxis	
		(i) Paratactic	(ii) Hypotactic
(1) Expansion	(a) Elaboration	1 John didn't wait, =2 he ran away.	A John ran away, =β which surprised everyone.
	(b) Extension	1 John ran away, +2 and Fred stayed behind.	α John ran away, +β whereas Fred stayed behind.
	(c) Enhancement	1 John was scared, ×2 so he ran away.	α John ran away, ×β he was scared.
(2) Projection	(a) Locution	1 John said: "2 "I'm running away"	α John said "β he was running away.
	(b) Idea	1 John thought to himself: '2 'I'll run away'	α John thought 'β he would run away.

1) Paratactic Elaboration (1 = 2)

In paratactic elaboration, a clause is added to another with the same rank without explicitly indicating their relationship. In general, the relationship of paratactic elaboration can be expressed as 'in other words,' 'to be precise,' or 'for example' in paraphrased form. For example:

1. *She wasn't a show dog; I didn't buy her as a show dog.*

1 *She wasn't a show dog;*

=2 *I didn't buy her as a show dog.*

2. *We used to have races – we used to have relays.*

1 *We used to have races*

=2 – *we used to have relays.*

3. *He never said anything to her; in fact his last remark was evidently addressed to a tree.*

1 *He never said anything to her;*

=2 *in fact his last remark was evidently addressed to a tree.*

2) Hypotactic Elaboration ($\alpha = \beta$)

When elaboration is combined with hypotaxis, it results in the category of non-defining relative clauses, which are also known as non-restrictive or descriptive clauses. The markers are *who*, *where*, *which*, and *whose*. For example:

1. *You followed them with The Greenlanders, which seems to me more ambitious.*

α *You followed them with The Greenlanders,*

= β ***which*** *seems to me more ambitious.*

2. *Here' said Nana, who ruled the nursery.*

α *Here' said Nana,*

= β **who** ruled the nursery.

3. *So we picked Iowa because that was closer to Wyoming, where he was from.*

α *So we picked Iowa because that was closer to Wyoming,*

= β **where** he was from.

3) Paratactic Extension (1 + 2)

When extension is combined with parataxis, it results in coordination between clauses, which is typically indicated by conjunctions such as *and*, *nor*, *or*, and *but*.

For example:

1. *Moominpappa himself was a foundling, and we know nothing about his parents.*

1 *Moominpappa himself was a foundling,*

+2 **and** *we know nothing about his parents.*

2. *We liked that breed of dog, but we felt we weren't in a position to own one at the time.*

1 *We liked that breed of dog,*

+2 **but** *we felt we weren't in a position to own one at the time.*

3. *Can I go on the computer, or have something to eat.*

1 *Can I go on the computer,*

+2 **or** *have something to eat.*

4) Hypotactic Extension ($\alpha + \beta$)

When extension and hypotaxis are combined, they encompass addition, variation, and alternation, and the extending clause is dependent on the main clause. It is important to note that the dependent clause can be finite or non-finite. The markers of hypotactic extension are (a) finite, such as *while*, *whereas*, *except that*, *but* (*for the fact*) *that*, *if ... not (... then)*, and (b) non-finite, such as *besides*, *apart from*, *as well as*, *without*, *instead of*, *rather than*, *except for*, and *other than*. For example:

1. *He will be an institutional dealer in New York, while Mr Hayward will be an equity salesman.*

α *He will be an institutional dealer in New York,*
 $+\beta$ ***while*** *Mr Hayward will be an equity salesman.*

2. *They have no patience with our official style or tempo, whereas an Indian at home would accept the hurdles as inevitable Karma.*

α *They have no patience with our official style or tempo,*
 $+\beta$ ***whereas*** *an Indian at home would accept the hurdles as inevitable Karma.*

3. *Besides being gifted with literary talent, Amir Khusrau was a musician, too.*

$+\beta$ ***Besides*** *being gifted with literary talent,*
 α *Amir Khusrau was a musician, too.*

5) Paratactic Enhancement (1 × 2)

When enhancement is combined with parataxis, it results in a type of coordination that includes a circumstantial feature. This type of coordination most commonly appears in subtypes related to time and cause. The markers of paratactic enhancement are (a) the circumstantial features by the conjunctions such as *then, so, for, but, yet still*, (b) the circumstantial features by a conjunction group with *and* such as *and then, and so, and yet, still, and thus*, and (c) the circumstantial features by *and* in combination with a conjunctive such as *at that time, soon afterward, till then, in that case, in that way, meanwhile, otherwise, therefore, however, and nevertheless*. For example:

1. *The three soldiers wandered about for a minute of two, and then quietly marched off after the others.*

1 *The three soldiers wandered about for a minute of two,*
×2 ***and then*** quietly marched off after the others.

2. *Your body goes on changing every instant and so does your mind.*

1 *Your body goes on changing every instant*
×2 ***and so*** does your mind.

3. *It is amazing how effective this system is for the tower stays as stiff as a ram-rod even in the most blustery conditions.*

1 *It is amazing how effective this system is*
×2 ***for*** the tower stays as stiff as a ram-rod even in the most blustery

conditions.

6) Hypotactic Enhancement ($\alpha \times \beta$)

Hypotactic enhancement involves clauses typically referred to as adverbial clauses, which function similarly to adjuncts by specifying details about the dominant clause, such as the time or reason for its occurrence. The markers of hypotactic enhancement are (a) finite, such as *because, so that, if ... then*, (b) non-finite, such as *when, while, if, although, though, before, after, since, because of, without, by*. For example:

1. *Moomintroll, that chubby, cheerful being, came into existence as a family joke when Tove Jansson was a young girl.*

α *Moomintroll, that chubby, cheerful being, came into existence as a family joke*

$+\beta$ *when Tove Jansson was a young girl.*

2. *The problem isn't simply going to go away because people are laughing.*

α *The problem isn't simply going to go away*

$+\beta$ *because people are laughing.*

3. *If I had a different view, then perhaps I would write more novels.*

α *If I had a different view,*

$+\beta$ *then perhaps I would write more novels.*

7) Paratactic Locution

Paratactic locution is used when a clause, which is projected by another clause in a clause complex, is quoted and independent. For example:

1. *Brutus said, "Caesar is ambitious"*

1 *Brutus said,*

"2 *"Caesar is ambitious"*

8) Hypotactic Locution

Hypotactic locution occurs when two independent clause complexes are used. For example:

1. *Brutus said that Caesar was ambitious.*

α *Brutus said*

" β *that Caesar was ambitious.*

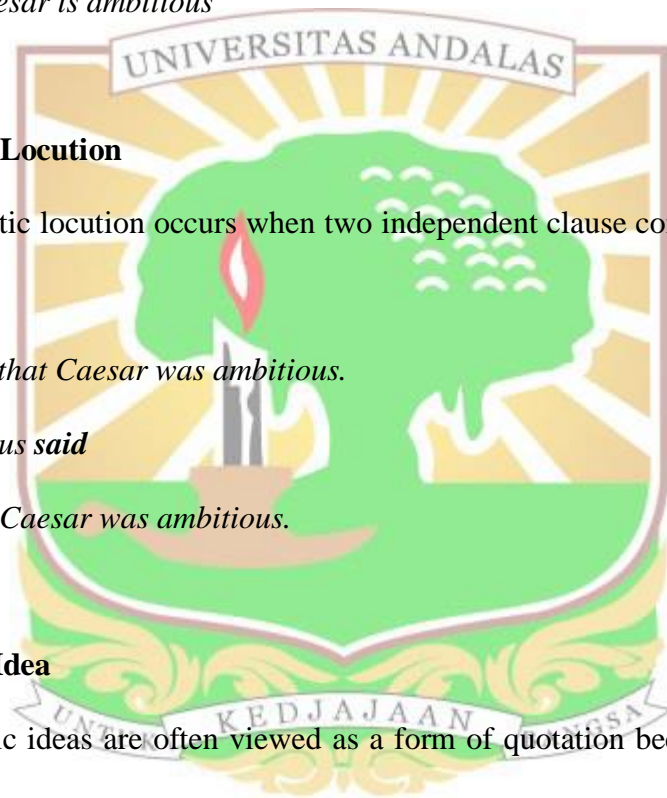
9) Paratactic Idea

Paratactic ideas are often viewed as a form of quotation because each clause can function independently. For example:

1. *Brutus thought 'Caesar is ambitious'*

1 *Brutus thought,*

'2 *'Caesar is ambitious'*



10) Hypotactic Idea

Hypotactic ideas involve a dependent status being attached in the secondary clause. For example:

1. *Brutus thought that Caesar was ambitious.*

α *Brutus thought*

β *that Caesar was ambitious.*

1.3 Review of Previous Studies

Five previous studies analyze the logico-semantic relation that relates to the object of this current research, which is the logical semantic relation between clauses. For analyzing the data, four of these previous studies used the same theory as this current research, which is the theory proposed by Halliday and Matthiessen (2014). In contrast, the other used the theory proposed by (Anderson, 1997). The previous studies consist of three journals and two theses.

Firstly, a journal article entitled "Logico-Semantic Relation of Clauses Used in Analytical Exposition Written by the Third Semester Students of English Department" written by Rizka Yuniar was published in the Journal of Research on Applied Linguistics Language and Language Teaching, Vol. 2, No. 1, in November 2018. This research analyzes an analytical exposition written by third-semester students at Tidar University during the 2017/2018 academic year. This study aims to achieve two objectives: first, to identify the types of logico-semantic relations present in analytical expositions written by third-semester students at Tidar University during

the 2017/2018 academic years, and second, to analyze the logico-semantic relations of the clauses that are most frequently used in these expositions. This study uses the theory proposed by Halliday and Matthiessen to support the research. Additionally, they used qualitative descriptive methods to collect and analyze data.

Secondly, a journal article entitled "Logico-Semantic Relation in Newspaper Texts on Jakarta Terror Attack" by Annisa Risma Khairani and Masdiana Lubis was published in *Literacy and Competency in EFL Learning in the 21st Century* in 2018. Their research aimed to analyze the type of logico-semantic relations in newspaper texts on the Jakarta terror attack, provide a detailed description of these relations and explain how they are utilized within the context of these texts. The object of the study consists of clause complexes extracted from three articles: "Islamic State militants claim deadly attack in Jakarta" from *The Jakarta Post* (Text A), "IS-linked group suspected of carrying out Jakarta attacks: police" from *The New Straits Times* (Text B), and "ISIS behind deadly Jakarta attack" from *The Straits Times* (Text C). The research discusses two basic systems that determine how one clause is related to another: degree of interdependency and logical semantic relations, a theory proposed by Halliday and Matthiessen. Since this research aims to analyze clauses in text, qualitative descriptive methods are applied.

Thirdly, a journal article entitled "The Logico-Semantic Relation of Students' Representation in Acceleration Program of SMA Labschool Jakarta" by Siti Drivoka Sulistyaningrum and Yumna Rasyid. It was published in the *International Journal of Language Education and Culture Review*, vol. 1(1), in June 2015. The study aims to

examine the types of taxis and logico-semantic relations present in the presentations given by students participating in the Acceleration Program at SMA Labschool Jakarta. The object of the study was the final examination presentations, specifically oral presentations in the K-12 Acceleration Program of SMA Labschool Jakarta. The research utilized an observational method, gathering information by directly observing the oral presentations in the K-12 classroom. In analyzing the data, this research used the theory proposed by Gerot and Wignell's analysis of clause complexes method.

Fourthly, a thesis entitled "Logico-Semantic Relation Analysis of Clause Complex Based on SFL in CNN News" was written by Niken Sri Noviandari in 2019. This research aims to identify the logico-semantic relations of clause complexes used in CNN News and determine the dominant type of logical semantic systems interpreted in the text. The study uses the theory proposed by Halliday and Matthiessen to support the research. The researcher used a qualitative approach and content analysis design to analyze the text. The study obtained two objects of study: the primary data from English Department students who were taught Systemic Functional Linguistics, as well as CNN news text, which was used to gather information on logico-semantic relationships. The second data is a secondhand description written by someone who may have heard about an event from others but did not directly experience it.

Lastly, a thesis entitled "A Logico Semantic Analysis in Jokowi and Prabowo Political Campaigns" was written by Raja Fanny Fatahillah in 2019. The study aims

to identify the main type of logical or semantic meaning and complex clause structures in two political campaigns. The SFL theory, developed by M.A.K. Halliday, was used to analyze the data. The chosen research method for this study was descriptive and qualitative. The study collected data from political campaign-related articles in the Jakarta Post Newspaper, covering Jokowi and Prabowo's campaigns. The data was sourced from articles published between 2018 and 2019, before the election's day, in the Jakarta Post and Jakarta Globe news.

The researcher's study differs in terms of the source of data used. The previous studies above analyzed exposition text, newspaper, presentation (oral text), News, and political campaigns. However, the researcher aimed to investigate the logical semantic relation between clauses in the book *The Complete Diaries of Adam and Eve* by Mark Twain. The author has not found any studies that analyze logical semantic relations in literary works, especially in short stories.

1.4 Research Questions

This research aims to find out the logical semantic relation between clauses in the book *The Complete Diaries of Adam and Eve* by Mark Twain. Additionally, the researcher attempts to investigate which logical semantic relation is most commonly employed to convey the meaning of the text. This research intended to answer the following questions:

1. What are the types of logical semantic relation between clauses used in the book *The Complete Diaries of Adam and Eve* by Mark Twain?
2. What is the dominant type of logical semantic relation used in the text?

1.5 Objectives of the Study

This research aimed to determine the logical semantic relation between clauses in the book *The Complete Diaries of Adam and Eve* by Mark Twain. The purpose of this research is to find these two points:

1. To discover the types of logical semantic relations between clauses used in the book *The Complete Diaries of Adam and Eve* by Mark Twain.
2. To determine the dominant type of logical semantic relation used in the text.

1.6 Scope of the Study

The scope of this study focused on the logical functions such as taxis and logical semantic relations that are analyzed through the clause complexes. The data are taken from the book *The Complete Diaries of Adam and Eve* by Mark Twain. The data the researcher used in this study are sentences that can be categorized into clause complex. Thus, in analyzing the research object, the researcher used the theory of clause complexes in Systemic Functional Linguistics (SFL) by Halliday and Matthiessen (2014).